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ABSTRACT

Study abroad is becoming a legitimate and valuable aspect of higher education. This report deals with the general status of programs of group study abroad as of the academic year 1959-60 and discusses objectives and problems of accreditation and evaluation of such programs. Individual study abroad is not included. Four program patterns of group study abroad are identified: the organized year abroad; the academic term abroad; the summer session abroad; and the study tour. The effectiveness of study abroad is dependent upon precisely defined objectives and creative integration of the foreign experience within the student's educational framework on the home campus. A careful evaluation of outcomes should also be made as a basis for continuous program improvement. Institutional cooperation and coordination of efforts are needed to broaden objectives and opportunities and to maintain standards. The problems of finance are not so much one of financing the program as one of financing the student. (Author/LBH)

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NEW DIMENSIONS in Higher Education

Number 6

Study Abroad

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Highlights

1. In the modern world, study abroad is fast becoming a legitimate and valuable aspect of higher education, not merely for the few who can afford it but for the many who can profit by it.

2. Four program patterns of group study abroad are evident: (a) the organized year abroad; (b) the academic term abroad; (c) the summer session abroad; and (d) the study tour.

3. The effectiveness of study abroad depends upon more than the efficient operation of that part of the program which takes place on foreign soil. It is important that the program have precisely defined objectives and that the foreign experience be creatively integrated within the student's educational framework on the home campus by means of careful orientation for the period abroad and follow-up activities upon his return. Furthermore, there should be careful evaluation of outcomes as a basis for continuous program improvement.

4. Foreign study is entering an era in which present provisions barely scratch the surface of potentialities. Institutional cooperation and coordination of efforts are needed to broaden objectives and opportunities and to maintain standards. New sites for learning will have to be explored in order to permit broader coverage and to prevent overcrowding of foreign facilities currently in use. The problem of finance is not so much one of financing the program as one of financing the student.

OE-50014

NEW DIMENSIONS
in Higher Education

Number 6

Study Abroad

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on Higher Education

U.S. DEPARTMENT OF
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FOREWORD

STUDY ABROAD is coming to be regarded as a legitimate and valuable aspect of higher education, not merely for the few who can afford it but for the many who can profit by exposure to the cultures of other nations. Indeed, among the objectives of higher education in a world made small by economic interrelationships and modern methods of communication and transportation, furthering the understanding of intercultural relationships vies with the development of scientific talent in importance. The rapid growth of programs of group study abroad in recent years attests to the significance which the colleges and universities, and the society they serve, attach to their responsibility for helping prepare their students to assume effective roles in world affairs.

This report is the sixth in the series *New Dimensions in Higher Education* published by the Office of Education. It summarizes the general status of programs of group study abroad as of the academic year 1959–60 and discusses objectives and problems of accreditation and evaluation of such programs. Individual study abroad is not included.

The institution with an established program of group study abroad will find in this report information useful in evaluating its own program in light of what can be learned about both similar and quite different programs of other institutions. The institution interested in assessing plans for establishing a new program of its own or in cooperation with other institutions will find this report a quick summary of what has been, and is being, done in programs of study abroad. Specific references are intended to illustrate rather than evaluate the practices described.

Dr. Abrams is well qualified to prepare this report. He served in Germany in 1953 as specialist on youth activities under the State Department exchange program; in 1956, 1957, 1958, and 1960, he was educational director of shipboard orientation programs of the Council on Student Travel; in the spring of 1958, he directed the orientation program for guides preparing to serve at the U.S. pavilion at the Brussels Fair. He has also directed international student seminars of the American Friends Service Committee, both in Europe and in the United States. Dr. Abrams helped to organize the program of

Antioch Education Abroad, serving as consultant in Europe in 1956–57, and is now in charge of the orientation program for Antioch students who go overseas. His general knowledge of the development and status of programs of group study abroad have contributed substantially to the usefulness of the material presented here.

It is believed that this report will prove especially helpful to those institutions contemplating the expansion of their programs or the establishment of new programs of group study abroad, a dimension of higher education designed to help meet the challenge of preparing today's students to live in tomorrow's world.

Editorial assistance in the preparation of the manuscript was provided by Lanora G. Lewis of the Office of Education staff.

HOMER D. BABBIDGE, JR.
Assistant Commissioner for Higher Education
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STUDY ABROAD

I. Development and Objectives

COLLEGE EDUCATORS are agreed that they owe it to their students to prepare them to assume an effective role in world affairs. Some even feel that this has become a "central and primary mission." [1] Such a thesis does not draw complete assent, but all educators will acknowledge that a better job of international education for the undergraduate is imperative, that, as John W. Gardner of the Carnegie Corporation has declared, "All students should have *some* exposure to world affairs." [2]

The traditional way to do this is by refashioning the curriculum, making it more international and less parochial, and such efforts are well under way.[3] A more radical approach is to start with the proposition that the best way to expose a student to world affairs is to transport him bodily to another culture. Dean Harlan Cleveland of the Maxwell School at Syracuse University has repeatedly urged the exposure of "*every* college student . . . to the fullest possible immersion in a foreign culture, language and all, . . . as a necessary modern supplement to American 'general education.'" [4] Similarly Samuel Gould, Chancellor of the University of California at Santa Barbara, has insisted that such an experience should become "a normal part of a college education; not merely for the few who can afford it, but for the great many and within the normal college fee structure." [5]

In the light of recent developments in the foreign study field, such statements do not seem so daring. Before the Second World War, study abroad for American students was indeed for the few. It was

[1] "Minutes of the Annual Meeting of the American Council on Education, Oct. 8, 1959," in *Educational Record*, XLI (January 1960), pp. 101–102.

[2] Carnegie Corporation of New York, *Annual Report for 1959*, p. 13.

[3] *Ibid.*, pp. 32–33; Richard N. Swift, *World Affairs and the College Curriculum*, Washington, American Council on Education, 1959.

[4] Harlan Cleveland, "The Real International World and the Academic Lag," in *New Viewpoints in the Social Sciences*, 28th Yearbook, Washington, National Council for the Social Studies, 1958, p. 184. Cf. also Harlan Cleveland, Gerard J. Mangone, and John C. Adams, *The Overseas Americans, Agenda for Action*, New York, McGraw-Hill, 1960.

[5] Samuel Gould, "Education for a Global View," in *Knowledge Is Not Enough*, Yellow Springs, Ohio, Antioch Press, 1959, pp. 177–178.

mainly for graduate students, in fact, and only a small number of undergraduates participated in the Junior Year Abroad programs of the University of Delaware, Smith College, and Rosary College or ventured abroad on their own. In the entire period from 1919 to 1955, the Institute of International Education has been able to find records of less than 2,000 undergraduates,[6] whereas during the single academic year 1956–57 more than 1,000 were studying abroad. The Institute's figures for this year tell the story of what has been a remarkable development. In 1957 some 365 institutions reported programs or policies which enabled their undergraduates to study abroad. Twenty-five of them were actually conducting programs during the academic year or planning to establish such programs. Many more were carrying on study programs during the summer, so that the total of students earning academic credit abroad was estimated as at least 2,530.[7] While this was less than one-fifth of all American students abroad in 1957, a majority of the students involved in programs carried on by American institutions overseas were undergraduates.[8]

These statistics led the Institute of International Education to observe in 1958 that "a substantial number of colleges apparently now regard foreign study as a legitimate and valuable aspect of undergraduate studies."[9] Further expansion since then is convincing evidence that the educational possibilities of foreign study have found wide recognition. Yet the development has been almost too rapid. There has been some cooperation among institutions but little coordination in establishing and administering programs and maintaining standards, and there is no clear agreement on some of the important educational issues involved. Initiatives for programs have come from a wide variety of prime movers—individual professors, students, academic departments, college presidents, and, one suspects, from public relations offices. Program objectives have rarely been

[6] Kenneth Holland, "Statistics and Comments on Exchange With the United States," in *International Social Science Bulletin*, VIII (1956), pp. 628–631. The early records are quite incomplete, reflecting the little attention paid to undergraduate study abroad at that time. It was not until 1954–55, in fact, that the Institute made its first census of Americans studying abroad.

[7] Institute of International Education, *Foreign Study for U.S. Undergraduates*, New York, Aug. 1958, pp. 6–7, 26–31 (hereafter cited as *IIE Report*). Cleveland, Mangone, and Adams surveyed the field in 1958 and estimate that the figure in 1960 is now about 3,500 students, with 2,000 of them enrolled for credit courses abroad during the summer. Cf. Cleveland, Mangone, and Adams, *op. cit.*, p. 206.

[8] Institute of Research on Overseas Programs, *The International Programs of American Universities*, East Lansing, Michigan State University, Oct. 1958, p. 40. This comprehensive inventory of the overseas activities of American universities represents the first publication of the Institute under the direction of Professor Edward W. Weidner. It is cited hereafter as *Weidner Report*.

[9] *IIE Report*, p. 22.

defined precisely, and even more rarely have outcomes been carefully evaluated or the foreign experience creatively integrated within the campus educational framework. The administrators have proceeded largely on the faith that foreign study is a good thing. There has been an air of excitement in national meetings on educational travel, a sense that something valuable and dynamic is going on, but those concerned are not sure exactly what it is, how it is to be measured and recorded, how it can best be exploited, or, for that matter, in view of the pell-mell development of programs, whether it might actually be doing some damage, not only to our own educational standards, but to our relationships with foreign peoples.

It was such considerations as these that led to the calling of a conference that met in January 1960, at Mount Holyoke "to provide long-needed guidance in an increasingly chaotic field." The invitation declared ominously, "We run a serious risk that, through ignorance, misdirection, and sheer rapidity of growth, American education overseas may suffer serious harm in the very near future." For some years the only meetings called expressly to consider educational travel had been the enthusiastic and stimulating but rather unwieldy annual conferences convoked by the Council on Student Travel, an organization which was formed originally in 1947 to deal with transportation problems for agencies with European summer projects for students, but which has recently drawn into its membership an increasing number of colleges with newly developing study programs abroad.[10]

Meanwhile, colleges with long-established programs had met together in the Council on the Junior Year Abroad of the Institute of International Education. These were joined by the Association of American Colleges and the Experiment in International Living in inviting to Mount Holyoke some of the most experienced leaders in the field of international education, representing both old and new programs, and asking them to turn their minds to the problems of improving overseas study programs. The report of the proceedings reflects the concern which prompted the calling of the conference. Despite the many problems and perplexities which engaged their time, the conferees did not neglect the original purposes of the conference. They insisted that programs be well conceived and carefully conducted and that administrators begin to coordinate their efforts, and they made specific recommendations to that end. They wanted public attention given to the whole question and approved the con-

[10] John E. Bowman, "The Work of the Council on Student Travel—A Historical Memorandum," mimeo, New York, Council on Student Travel, 1959.

vening of a national conference on foreign study to meet in Chicago in October 1960.[11]

The basic prerequisite of a good program, as the Mount Holyoke report emphasizes, is a carefully set forth list of objectives. It will not do to assume that, since travel is broadening, any educational enterprise that takes place in foreign parts is bound to be of more value to the student than what he would be doing at home. In the debate which Bishop Hurd imagined between Lord Shaftesbury and John Locke on the uses of foreign travel in education, Lord Shaftesbury, who spoke for the affirmative, is remembered more often than his opponent. Locke's dissenting opinion on foreign travel is worth citing: "I see but little good in proportion to time taken up that can be drawn from it, under any management." And as for the way it was managed in his day, he was represented as seeing "nothing but mischief springing from it."[12]

It is hardly surprising to find statements of purpose of existing programs something less than precise. They are generally written up in the promotional prose of the college catalogue, and they reflect the conviction that certain happy educational outcomes will ensue, rather than any intention to evaluate the results. The stated objectives can be grouped under three general headings:

1. *The intellectual and professional development of the student in his specialized field of study.*—It was to acquire specific knowledge that the earliest wandering scholars left their own countries. This has been the chief purpose of graduate study abroad, and it was the objective of the first Junior Year programs, which offered language and literature majors the opportunity to study their specialties *in situ*. Other fields of concentration have been added since, and students preparing for such careers as teaching and foreign service are encouraged to study abroad in pursuit of vocational objectives.

2. *The general education of the student.*—This refers to the kind of motives which led young Englishmen to take the Grand Tour in the 17th and 18th centuries so that they could become broadly cultured and prepared to give their society intelligent leadership. Today we may be more interested in turning out responsible citizens than cultivated gentlemen, but the general education values claimed for foreign study are not so very different. They include both the academic and the broadly educational, the development of the student's mind, his personality, and his spirit. Foreign study proposes to increase

[11] "Academic Programs Abroad: An Exploration of Their Assets and Liabilities." Report of the Conference held at Mount Holyoke College, South Hadley, Mass., Jan. 14–16, 1960.

[12] Richard Hurd, "On the Uses of Foreign Travel Considered as a Part of an English Gentleman's Education," in *Moral and Political Dialogues* (3 vols. 3d ed., London, 1765). Dialogues vii and viii, III, pp. 1–188.

the student's knowledge of international affairs and his appreciation of his cultural heritage, to give him perspective upon his own society and a new understanding of human society. He is to be led to examine his values, to test them against those of another culture, and to emerge less provincial and more free from prejudice. If study abroad involves the learning of a second language, new doors of cultural appreciation will be open to him, while the need to use the strange tongue in unfamiliar situations will be a constant challenge to resourceful thinking. Even without this special demand, the confrontation of a foreign environment is enough in itself to call for qualities of self-reliance and maturity.

3. *The furthering of international understanding.*—This is a purpose for study abroad which has become prominent only in the 20th century. It is a constantly recurring phrase in statements of purpose for foreign study, but rarely is it carefully defined. It can mean an increase in the student's understanding of international relations or even the cultivation in the student of the value of worldmindedness, of a disposition in favor of world peace. As such it belongs to the second objective above. Or it can mean the improvement of relations between peoples as a consequence of increased contact between them, assuming that familiarity breeds good will, or at least that the knowledge gained is a necessary, even if not a sufficient, condition of friendliness. In this sense international understanding is a goal of the institution rather than of the individual student, and it may represent a national objective as well. President Eisenhower presumably had this latter meaning in mind when he called for a "massive" interchange on the plateau of youth to accompany peacemaking at the summit.[13]

II. Program Patterns

These objectives of study abroad have been sought through a great variety of programs with different combinations of the elements of study, travel, family living, and even work experience, with varying periods of time, with diverse relationships to educational institutions and personnel of the host country, and for students of various educational levels and qualifications. Rather than survey them all, this

[13] Speech at the University of Delhi, December 11, 1959, cited in *IIE News Bulletin*, XXXV (Jan. 1960), No. 5, pp. 2–3. On the objectives of educational travel in historical perspective, see the essay by Guy S. Metraux, *Exchange Persons, the Evolution of Cross-Cultural Education*, pamphlet 9, New York, Social Science Research Council, 1952; also, his "Introduction: An Historical Approach," pp. 577–84 of *International Social Science Bulletin*, VIII, No. 4 (1956), the entire issue of which is devoted to "Cross-Cultural Education and Educational Travel." Also see the study of American Fulbright students in France by John T. and Jeanne E. Gullahorn, "American Objectives in Study Abroad," in *Journal of Higher Education*, XXIX (Oct. 1958), pp. 369–74.

report attempts merely to suggest the variety of programs and to indicate the trend of recent developments.[14] There are four patterns of group study abroad: (1) the organized year abroad; (2) the academic term abroad; (3) the summer session; and (4) the study tour.[15]

The Junior Year Abroad represents the oldest and best established type of program for group study abroad. It was first developed by the University of Delaware, which established a program in France in 1923, primarily designed for language majors. Since 1945, the idea has been imitated and modified by many institutions, so that today more than 20 are conducting such programs, a good number of them open to undergraduates from other colleges. Language and literature studies still predominate, but a wide variety of other courses may be pursued.

Geographically the programs have tended to congregate in the large cultural centers of Europe. Paris has been especially favored, but Madrid and Florence are also popular. A new departure has been the establishment of Junior Year programs in Latin America: New York University at the University of Bahia in Brazil; Fordham at the Catholic University of Santiago in Chile; Indiana University at the University of San Marcos, Peru; and the University of Kansas at the University of Costa Rica. This development has had the active support of the State Department.

The Junior Year was devised to bridge the great gulf between the American college and the Continental university. The American undergraduate is accustomed to a society where his alma mater not only endeavors to elevate his mind but lodges him, feeds him, advises

[14] The first statistical and descriptive report was the *IIE Report*, cited above. Programs on the continent of Europe have been described and evaluated by Professors John A. Garraty and Walter Adams in their provocative study, *From Main Street to the Left Bank, Students and Scholars Abroad*, East Lansing, Mich., Michigan State University Press, 1959. This was the second product of the Institute of Research on Overseas Programs. Professor Weidner devotes a chapter to study programs abroad in his forthcoming volume in this Institute's series of publications. A short essay on the Junior Year program, with special reference to Sweet Briar, is Francis M. Rogers' *American Juniors on the Left Bank*, Sweet Briar, Va., Sweet Briar College, 1958. Two volumes in the American Council on Education's Studies in Universities and World Affairs give some attention to study programs abroad: Howard E. Wilson, *American College Life as Education in World Outlook*, Washington, 1956, ch. 5; and Richard N. Swift, *World Affairs and the College Curriculum*, Washington, 1959, ch. 8. See also the very useful pamphlet published by the IIE's Committee on Educational Interchange Policy, *College and University Programs of Academic Exchange*, New York, March 1960, pp. 14–17, and selected bibliography. The most recent discussion is Cleveland, Mangone, and Adams, *op. cit.*, pp. 206–218.

In September 1960, the IIE will publish the results of their most recent survey: *Programs for U.S. Undergraduates in Other Countries, A Survey of Present and Proposed Programs.*

[15] An alternate typology suggested by Professor Weidner at the Mt. Holyoke conference classifies the programs according to the degree of responsibility taken by the American institution and the host institution abroad. At one pole is the self-contained branch of the American university overseas, at the other the arrangement whereby the American student is completely integrated within the foreign educational structure.

him at every turn registers his progress toward the sheepskin by a meticulous system of academic bookkeeping, and stands to him *in loco parentis*. In contrast, the Continental university represents a system of rugged individualism, where the American student would have to pursue his studies not only in a foreign tongue but in the absence of such aids as reading assignments and periodic examinations and alongside the products of educational systems which permit only the elite to reach the university. How could the American undergraduate immerse himself in such an environment without drowning?

The Junior Year attempts to solve this problem by sending students in a group to a university town where they are carefully supervised by a resident director and his assistants who perform some of the same functions which the university has handled at home. The director sees to the lodging of his charges, often in private families, serves as dean of students, and arranges for them to follow a combination of courses. He evaluates their performance in the kind of academic currency which can be deposited to their credit in their account with the registrar at home.

The courses are of various kinds. First, there are those organized by the director, who engages local teachers for the purpose. These may have to do with cultural aspects of the host country, but most frequently they are language courses, since most American students find that, no matter how much foreign language they have studied at home, it is still not enough to enable them to follow with understanding the regular courses in the university. A number of Junior Year programs begin with a period of intensive language work, either at a regular summer school or in a special course organized for the purpose. The regular courses at the university may be taken by the Americans, who in some programs are provided with specially hired tutors to assist them. Another type of course is most frequently to be found in France, where the university itself arranges special courses in French civilization for foreigners.

This basic design has many variations. While the usual program of this sort is organized for a group, there are several highly individualized programs (not including those of individuals who study abroad independently and settle academic accounts with their colleges on their return). Fordham sends top honors students to Paris and Louvain, where they are assisted by Catholic groups but pursue their university studies primarily on their own. Elmira College has students at seven universities in six different countries, where they are regularly visited by a roving director who helps them with study, living, and travel arrangements. Antioch College has developed a similar pattern in extending its work-study plan across the Atlantic. The overseas director not only helps the students with study and living

arrangements but must also arrange their job placement in the different countries. At present, more than 70 students are studying and working in 9 European countries, paying no more than the regular Antioch tuition. The individualized nature of the plan enables an occasional specially qualified student to work or study in the Middle East or the Far East. Most of those studying in France and Germany are directed to the universities of Besançon and Tübingen, where their only group activity is a periodic seminar meeting to explore aspects of the local culture.

There are other differences in these Junior Year programs. While most of them admit only juniors, Hollins College has found it satisfactory to send students to France in the middle of their sophomore year, some without preparation in French. The students devote the first semester to an intensive course in that language and then spend the summer in an organized group tour before taking up the more serious academic work of the second semester. They return to campus with three semesters left to readjust and to assimilate the foreign experience.

A more radical innovation is the Salzburg year of the Oberlin Music Conservatory. In 1958 the whole junior class went to study at the Mozarteum in what was the first required Junior Year Abroad program to be established. Its purpose is twofold: to "provide Oberlin students with a first-hand insight into musical traditions and concepts on the scene and in the atmosphere where the traditions and concepts developed;" and to increase the Oberlin enrollment by 100 students without increasing campus facilities. The cost is held down to a year's cost on campus, and a liberal scholarship policy insures that all the juniors will be able to take part. The first year's results are now being evaluated.[16]

The term abroad during the academic year, the second category of program, has most frequently been established for purposes of general education. The pioneer was Lake Erie College, the first institution to require foreign study as a regular part of its educational program. Since 1952 Lake Erie has sent its juniors abroad for the winter quarter. The girls go to one of a number of study centers set up near universities and other institutions abroad. They have some formal academic work under the direction of committees of Europeans in each center, and each student does a study project on some prescribed topic which can be explored locally. This ambitious venture has highlighted some of the difficulties involved in requiring foreign experience of *every* student. For one thing, costs must be held down so that the

[16] Paul and Barbara Steg, "The Oberlin Students at the Mozarteum. A Report for 1958–59," Oberlin College, Oberlin, Ohio, June 1, 1959.

whole experience costs the Lake Erie student no more than the winter quarter on campus. This limits the activities that can be organized for the students overseas. Moreover, when the experience is expected of all students, foreign language competence cannot be required, nor can the standards of academic work abroad be maintained at as high a level as in more exclusive programs. There have been critics of Lake Erie's program who have not taken these factors into account.[17]

There are other problems involved in planning foreign study for the many. The plan which Stanford inaugurated in 1958 at Beutelsbach near Stuttgart illustrates some of them. In order to make the program available to students, some with little language competency, as early as the sophomore year, Stanford established a branch campus there, providing its own dormitory and instructional facilities and staffing the enterprise, except for language instructors, with faculty from its home campus. About 60 students fly over the Pole to Beutelsbach each June, where they take courses in German and general studies which should profit from the European setting. At the end of 6 months, they are replaced by another group. The fees paid by the students are the same as would have been paid for two quarters on campus and cover all expenses abroad except those of the return journey.

There are those who maintain that the "expatriate campus" does little more than transport the American faculty, students, and educational process to foreign soil. On the other hand, there are certain advantages. The plan makes the foreign experience available to students who are still at the academic level when they are completing their general education requirements and who are not forced to interrupt their normal college course. It is clear that the younger the student, the more his home institution may need to do for him and the less contact he may be prepared to have with the foreign educational system.

The Stanford authorities maintain that the students are not isolated. They have field trips, pleasant associations with the Beutelabachers, and 3-day weekends when they explore much of Europe. Moreover, the Stanford plan does not put a strain on already overcrowded educational facilities overseas, and it frees space on the Stanford campus for at least 60 transfer students each year. Whatever the critics may say, the Stanford students are enthusiastic, the administration is pleased, and new branches in Florence and Tours are scheduled to open in 1960.[18]

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[17] Garraty and Adams, op. cit., p. 211.

[18] Robert A. Walker, "Stanford's Overseas Campuses," in *IIE News Bulletin*, XXXV (March 1960), pp. 26–29; also Frank J. Taylor, "We Come as Learners," in *Readers Digest* (July 1959), pp. 182–186, condensed from *Stuttgarter Zeitung* (May 26, 1959).

Variations of this type of semester abroad are being tried elsewhere. In 1958 Antioch College established a small branch at Guanajuato in Mexico, and in 1959 Syracuse did the same in Florence, both in the field of general education, while Colgate has experimented with a branch for its honor students at Mendoza, Argentina. Syracuse accepts sophomores as well as juniors from all colleges, requires no Italian and provides instruction in English. In contrast to the Stanford plan, the students are lodged with families with the assistance of the Experiment in International Living. In 1961 Syracuse will offer a semester program at the University of San Carlos de Guatemala in Guatemala City. Antioch accepts only its own students and arranges the 12-week quarter in Mexico within the regular college fee. Students must know Spanish, in which language the instruction is given by members of the faculty of the University of Guanajuato, and it has been found possible to accept qualified freshmen who have studied Spanish in secondary school. Credit earned may be applied to general education requirements. Antioch also houses the students in private homes.

Two other semester programs may be cited as illustrative. Adelphi College has built a foreign experience into its undergraduate program in teacher training. Each June following the junior year, Adelphi pre-seniors travel to Europe with a program director to study at a foreign university during the fall, returning to campus in January to complete their senior year. There is careful preparation for the foreign study through field experiences in the preceding summers and through campus planning, and a high level of integration with the total educational program is reported.

Finally, Goddard College in Vermont has imaginatively demonstrated how to exploit resources nearer home. In 1957–58 Goddard inaugurated its Program in Comparative Cultures. During the fall semester, students electing the course in their freshman or sophomore year study French language and social science techniques, with special reference to the French-Canadian culture. They try out these techniques and concepts on field trips to nearby Quebec. Then during the winter term, when other Goddard students are also off campus on their jobs, the Comparative Culture group settles in a French-speaking community in Quebec, where for 2 months each student lives with a family and works in an office or factory. The course instructors also go to Quebec and are available for group seminars and to consult with students on individual projects of exploring the culture. In the spring semester back on campus, the language and social science studies are continued, with a systematic effort to place more and more responsibility upon the student himself. While Goddard is favored by its geographical position and its already existing field program, the de-

sign of the Goddard plan, which coordinates a residential foreign experience within a campus seminar, may hold possibilities for other colleges as well.[19]

The summer program, the third general type, has usually represented an addition to the curriculum, rather than an integral part of the educational program. Here as well there are some significant developments, and current proposals for more effective utilization of the summer period will do well to take them into account.

Most of the summer programs organized by colleges have been established for the study of language and literature. For example, Temple University, the University of Mississippi, and Syracuse University have French programs at Paris, Aubigny, and Caen, respectively; Sarah Lawrence College conducts an Italian program in Florence; Oberlin has programs in Vienna, France, and Mexico; and the San Francisco College for Women has Spanish programs both at Valencia in Spain and Guadalajara in Mexico. A number of institutions, especially southern schools, take advantage of the proximity of Mexico for summer language programs, although the academic quality of these language programs is reported to be very uneven.

There are two new programs in Mexico which go beyond language study in their objectives and which explicitly aim at promoting mutual understanding between Mexico and the United States. One is the International Summer School established at the Instituto Tecnológico y de Estudios Superiores of Monterrey by the University of Kentucky in cooperation with nine other institutions of the Southern Association of Colleges. This development was a direct consequence of President Eisenhower's speech at Baylor University on May 25, 1956, urging universities to take a leading role in promoting international understanding. The plan is for each of the United States universities to send one professor and 10 students to a 6-week summer session, at which courses are offered not only in Hispanic language and civilization but also in social studies and even in English composition. Instruction is in Spanish and in English, and the membership of the Institute in the Southern Association of Colleges simplifies crediting problems.[20]

The second program is the summer school established at Guadalajara by the University of Arizona as an experimental honors program for superior students. Along with courses in Spanish language and literature, there is a seminar on Mexican affairs. Students must pledge themselves to speak only Spanish both inside and outside of

[19] *Comparative Cultures*, The Goddard Bulletin, Plainfield, Vermont, October 1959.

[20] This program is analyzed in Richard N. Adams and Charles C. Cumberland, *United States University Cooperation in Latin America*, East Lansing, Mich., Institute of Research on Overseas Programs, Michigan State University, 1960, pp. 250–256.

class. Both of these programs are being launched with the support of the Carnegie Foundation, which with its special concern in this field has also assisted in the development of French summer schools at McGill and Laval Universities in Canada.

It was the Carnegie Foundation also which made possible an experimental Russian language program in which the Soviet Union is used as the language laboratory and in which the costs of transportation are covered by the Foundation. The purpose of the experiment, which began in the summer of 1959, is to discover the minimum time in which American undergraduates can master the Russian language under optimum conditions. In the first summer 20 students of Russian, selected from five institutions, participated in intensive language workshops at Middlebury College and Indiana University and then flew to England to sail for Leningrad. From that moment until the end of their 30 days of tourism in the Soviet Union, they were pledged to speak only Russian. The results of the systematic testing to which they were submitted along the way have not been published, but the students themselves have expressed lively satisfaction with the experience, despite the acknowledged emotional burden of the pledge. A significant byproduct has been that the intensive foreign exposure has seemed to confirm their previous career choices.[21] As the experiment progresses, it will be interesting to see how systematic ways of making use of the Soviet environment are developed. Since there is evidence that the success of language study programs abroad is due more to the natural incentives and opportunities provided the student in the course of his daily life than to any imaginative new methods of language teaching, it would be an advantage to know more about how to plan effectively for the exploitation of extracurricular experiences and to relate them to classroom learning.

The summer period is also being used for other kinds of specialized study. Cooperative programs in both international relations and anthropology are beginning in 1960 with Carnegie support. The program in international relations will take about 15 juniors from Princeton, Colgate, Columbia, Rutgers, and Swarthmore to Europe for 3 months. On arrival they will study as a group for 2 weeks. Then each will pursue an individual research project, the results of which will be shared with the group in a final 2 weeks at the study center. The completed thesis will be submitted to the student's own institution on return. The summer study program in anthropology will send students from Columbia, Cornell, and Harvard to join research teams

[21] "Americans Learn Russian in the Soviet Union," in *Carnegie Corporation of New York Quarterly*, VII (October 1959), No. 4, pp. 5–6. In 1960 Indiana and Michigan are the universities involved.

of anthropologists working in field stations in Mexico, Ecuador, and Peru. The program is not primarily designed for majors in anthropology. The broad purpose is "to expose college students to the realities of cultural contrasts and to encourage among them a deeper appreciation of the goals and research procedures of the behavioral sciences." The field work is planned "to yield a type of cross-cultural understanding that cannot be obtained by the casual tourist, and that is not available in the students' usual academic program." [22]

Still a different type of summer plan is the expansion of the field work program at Keuka College to include summer jobs abroad. In 1959, 22 Keuka girls worked in six different countries in Europe, and the hope is that most of the Keuka students will be able to share this experience. This development has been part of a new international relations program at Keuka, which also draws Carnegie support.

The summer period has also been used for programs of general education. In 1957, Hope College established its Vienna Summer School, which in 1959 attracted students from 19 different institutions. After a short tour of Western Europe, the students settle down in Vienna to study courses chosen from among offerings of German, art, history, literature, and music. These are given in English by European faculty, with Hope professors serving as "associate instructors." [23]

Indiana University has worked out an interesting pattern of intercollegiate cooperation in conducting summer sessions in England and Mexico in association with a number of Indiana colleges. In each program the student selects a study project, preferably in his major field, which can be pursued through reading, interviews, and participation in community life abroad. Another program of this type is the summer study established in 1958 at Kalamazoo College, which takes students to university centers in Europe and Latin America. Finally, New York University is inaugurating a summer program at the University of Leiden in the Netherlands, which provides a wide range of courses in humanities, education, and political economy.

The study tour, the fourth general type of program, at its best can represent a creative variation of the traditional field trip and at its worst might do some mischief. In 1954, 137 institutions reported that they were granting credit for travel tours, most of them on the basis of one credit per week.[24] Educators in the field of foreign study take

[22] "European Study Program in International Affairs," in *IIE News Bulletin*, XXXV (January 1960), No. 5, pp. 44–45.

[23] Paul G. Fried, "Hope College Summer School in Vienna," in *Association of American Colleges Bulletin*, XLIV (May 1958), pp. 339–346; Fried, "Hope Promotes World Understanding," in *Hope College Alumni Magazine* (January 1960), pp. 1–4.

[24] Herrick B. Young, "No Academic Credit for Travel Abroad," in *School and Society*, LXXXI (May 28, 1955), pp. 168–169; Nancy Jean Wilcox, "A Survey of Educational Travel Courses Offered from 1946 through 1951," unpublished doctoral dissertation, Cornell University, February 1953.

a dim view of the academic quality of many of these tours. Some of them are conceived in the first instance by commercial agencies, which engage professors with wanderlust to gather student customers and then persuade institutions to grant the credit which justifies the academic designation. There is little question about the right of travel agencies to operate such tours; but the granting of academic credit for sightseeing can endanger the whole development of educational travel by throwing academic standards into question. The Mount Holyoke conference recommendations were adamant in stating that no academic credit should be granted unless the program is officially sponsored by the institution, not merely by a professor, and unless there is a bona fide program of serious study with final examinations comparable to that on the home campus. It is assumed that these criteria would allow for flexible programs which could take full advantage of the unique opportunities in the field. The basic principle is that the educational goals must be served by the travel plan; they must not be used to justify it.

There are, of course, a number of institutions which have conducted travel tours with good academic standards. Western Michigan, for example, insists upon approval by the curriculum committee of the university for all prospective study-tours, and this is granted only upon submission of a detailed set of plans which must conform to rigorous standards. A minimum of 14 clock hours of organized instruction periods must be provided for each semester hour of credit to be granted, and the total may not exceed one semester hour for each week of the tour.

The State University of New York, whose courses are primarily for graduate credit although advanced undergraduates may enroll, prescribes 15 clock hours for each semester hour of credit and weighs these according to a special formula: 1 hour of conventional lecture or discussion is counted at par; 2 hours of "laboratory-type instruction" such as attendance at performances or museum visits, preceded by specific preparation, are counted as 1 hour; whereas it takes 3 hours of what is called "studio-type instruction" to equal 1 hour. These last include attendance at performances and visits to museums and historical sites without specific preparation, but upon the instructor's approval, to advance individual interests.

Another approach is that of Western College for Women, where a summer flying seminar forms part of a general education emphasis upon international relations. Each year's area study features a different part of the world: Asia, Africa, the Middle East, or Latin America. A visiting professor from the area and foreign students on campus

help with the study. Then in the summer a Western College faculty member directs a tour of the area. No credit is granted, but the returned students are expected to draw upon their summer experiences for their senior independent study project. This plan with its accompanying features of bringing foreign scholars and students to the college has given the Western campus a distinctive international atmosphere.

The diversity of programs reflects a wide difference of opinion as to the proper objectives of foreign study. At one end of the spectrum are the conservatives who would reserve it exclusively for graduates, at the other end the radicals who cherish a foreign experience for every college student. Close to the former are those who would accept undergraduates but chiefly to pursue studies in specialized fields, such as language and literature and area study. Close to the latter are those who are designing general education programs which can be taken as early as the sophomore year.

III. The Test of Quality

Few institutions have undertaken any kind of systematic evaluations in order to discover the extent to which their objectives are actually being attained. One notable exception is the extensive study made by C. Robert Pace of the Junior Year program in France which was established by Delaware and is being carried on by Sweet Briar. Pace's findings suggest that, paradoxically, the student who follows the narrower academic course may receive the broadest values. This is true, at least, when he has the linguistic equipment and the occasion to immerse himself deeply in the environment both inside and outside the university.

The Pace study revealed that the Junior Year had some influence upon career objectives of its alumni, but the most significant impact of the experience was upon general cultural values and political-international attitudes. When compared with a control group made up of their contemporaries from the same colleges, the alumni turned out to be "more tolerant in their acceptance of people who differed from themselves . . . more fully aware of significant intercultural contributions to the life of the 20th century," more involved in internationally-oriented activities, and more disposed to support internationalist policies. Pace concluded that the experience had had a "strong and pervasive" influence upon the lives of participants. Significantly, such values were not found in members of the control group

who had traveled abroad but had not participated in the program.[25] This would tend to confirm the principle that travel cannot be expected to yield educational values if it is not part of an educational program.

That general education values may be produced by a less intensive foreign experience than the Junior Year has been indicated by the careful study that Dr. Elizabeth Leonard has made of the Adelphi program which she directs. Although the sample of students was small, Dr. Leonard did find significant gains both in cultural values and in personal maturity.[26]

We can hope that these two studies may represent the beginning of a little more self-examination in this field. It is incumbent upon self-respecting institutions to declare their purposes in terms that will permit evaluation and to develop criteria by which outcomes can be tested. But the imponderables are legion. Investigators have found it difficult to identify the influences which affect the student in the insulation of the home campus. But what if the campus becomes the world? Research in the new field of cross-cultural education has given us some understanding of the complicated set of influences which are at work upon the student abroad. Apparently what he comes home with will depend not so much on what he does abroad as upon such factors as his personality, his role in his own society, and even the kind of audience to which he renders his report. It seems that a knowledge of his previous attitudes may be a better basis for prediction of attitudinal outcomes than knowledge about the foreign experiences itself. His attitudes toward the host country, as indicated by work done with foreign students in the United States, may follow a predictable pattern but is likely to be influenced by such things as the way his fatherland is perceived by the host country and by changes in his own self-esteem.[27]

Despite the complications involved, it would seem that study programs overseas with their built-in advantages of planned experiences and testing opportunities should prove a fruitful area for cross-cul-

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[25] C. Robert Pace, *The Junior Year in France*, Syracuse, N.Y., Syracuse University, 1959.

[26] Elizabeth Leonard, "Selected General Education Outcomes of a Foreign Travel and Study Program," unpublished doctoral dissertation, Penn State University, June 1959. Also Richard T. Alexander, Jr., "Foreign Study in Teacher Education. An Evaluation Study of the 1953–54 Adelphi College Foreign Study Experience," unpublished doctoral dissertation, University of Tennessee, December 1955.

[27] M. Brewster Smith, "Report on the Work of the Committee on Cross-Cultural Education," in Social Science Research Council *Items*, XII (Dec 1958), pp. 40–42; Ithiel de Sola Pool, "What American Travelers Learn," in *Antioch Review*, XVIII (Winter 1959), pp. 431–46; Ruth Churchill, "The Student Abroad," *ibid.*, pp. 447–54. See also F. O. McGuigan, "Further Study of Psychological Changes Related to Intercultural Experiences," in *Psychological Reports*, V (1959), pp. 244–48.

tural research. Carefully designed experiments might well resolve some questions now in dispute among administrators of foreign programs. For example, while there appears to be agreement that, for a student to undertake serious academic work in a foreign tongue, he should stay abroad for a year, there is no consensus as to the minimum period for the achievement of significant general education values. There is some indication that brief study tours may have a very limited effect on attitudes and even that summer experiences involving family living may have little or no lasting influence upon values.[28] On the other hand, a 6-month sojourn by a German group in the United States was reported to have some important consequences for the participants because it was long enough to upset some of their predispositions and short enough so that they did not return alienated from their own society.[29]

If general education outcomes involve intangibles, academic progress abroad in courses can be recorded more readily. Easiest to measure, of course, is advance in a foreign language, although the student's learning here may go beyond reading and writing facility to a solid achievement in thinking and functioning in a foreign language which usually earns him no credits at home. Knowledge of foreign affairs and cultural appreciation can also be tested.[30]

Crediting procedures vary a great deal. Some institutions give a block of credit for the foreign experience, usually what the student would receive at home in the same period, and often with a grade of "satisfactory." Others allow the student to work out a more flexible program but leave it to him to return with the evidence of what he has done and how well. In still other cases, the responsibility is left to the director overseas to translate the foreign study into American credits and grades.

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[28] Hilda Taba, *Cultural Attitudes and International Understanding: An Evaluation of an International Study Tour*, IIE Occasional Paper No. 5, 1953; Howard P. Smith, "The Effects of Intercultural Experience—A Follow-Up Investigation," in *Journal of Abnormal and Social Psychology*, LIV (1957), pp. 266–69. That participation in an international work camp abroad may have an important effect on values is indicated in Gordon W. Allport' "An Evaluation of AFSC Volunteer Work Service Camps in Germany," in Appendix A of Henry W. Riecken, *The Volunteer Work Camp: A Psychological Evaluation*, Cambridge, Mass., Addison-Wesley Press, 1952.

[29] Jeanne Watson and Ronald Lippitt, *Learning Across Cultures*, Research Center for Group Dynamics, Institute for Social Research, Ann Arbor, University of Michigan, 1955.

[30] There are some interesting stirrings among teachers of foreign languages indicating a growing awareness that, in learning a foreign language, the student may be able to gain some special insights into nonliterary aspects of a foreign culture. A report of an interdisciplinary seminar on language and culture contains the very significant comment, "We may eventually be less interested in the student's ability to translate than in his ability to recognize what is not translated or translatable." See "Developing Cultural Understanding Through Foreign Language Study," *PMLA*, LXVIII (1953), pp. 1196–1218, esp. 1211; also Richard N. Swift, *World Affairs and the College Curriculum*, Washington, American Council on Education, 1959, pp. 53–55.

IV. Problems and Potentials

Among the more serious problems is the great variation of scholarly quality from program to program. In their lively survey of programs on the Continent, Professors Garraty and Adams had some harsh criticisms at this point. A course in the *Faculté des Lettres* at the Sorbonne, for example, is something quite different from the *Cours de Civilisation française* so popular with American students, and a program conducted by retired *professeurs* of the *lycée* engaged by an American institution is not necessarily the same thing as a rigorous course conducted by a French university professor.[31] In the light of such discrepancies, there is a growing feeling that national accrediting or testing agencies may need to be called in, if not to evaluate programs, at least to assist in the development of the criteria by which they may be evaluated. This is only one area where the need for more cooperation and coordination overseas is becoming urgent.

Other problems can be indicated only briefly. Chief among them is the matter of finances. This is not so much a problem of financing the program as it is of financing the student. Most of the foreign programs are run on separate budgets based on participants' fees. Some do a little better than making ends meet, and schools like Stanford, Oberlin, and Antioch have explicitly planned their programs with the intention of enrolling more students without having to expand campus facilities. But how can the foreign experience be made available to greater numbers of students? In private colleges, the tuition is often high enough to cover both the costs abroad and the transportation. But this does not help the student in a State or municipal university. An encouraging sign is that colleges and foundations are beginning to recognize foreign study as part of a student's regular education and to permit scholarships to remain in force while he is abroad. More and more scholarships are available specifically for summer study abroad. But until significant funds can be devoted to this purpose, foreign study will still be for the few.

One problem that is largely being ignored is directly related to the methods of financing the foreign programs themselves. By taking advantage of subsidized facilities overseas, American institutions are able to stay in the black; yet by and large these institutions are not making reciprocal arrangements whereby savings are made available to foreign students studying here. While it may be true that we as a

[31] Garraty and Adams, *op. cit.*, Ch. XII and *passim*. The greatest source of headaches for stateside registrars and deans is not so much the accreditation of American programs abroad, but rather evaluating credits earned in the growing number of programs established for American undergraduates abroad by foreign nonacademic or quasi-academic organisations whose objectives are often more economic than educational.

Nation import more students than we export, this does not relieve American institutions sending students abroad from meeting their obligations to the foreign institution accepting their students. Moreover, it would not take much imagination to devise coordinated intercultural programs which could have exciting possibilities. By taking advantage of their new contacts abroad and recognizing their financial responsibilities, American institutions, especially liberal arts colleges, could bring a greater number of foreign students to these shores, do a better job of selecting them and orienting them before they come, and make more creative use of their presence on campus in international relations programs involving American students unable to go abroad themselves.

By and large, institutions seem to be doing very little to integrate the foreign experience within the campus educational program. There seems to be more concern about the "readjustment" of the returned students than with methods of furthering the educational process which might have begun abroad. To be sure, it is no mean problem to fit the students back again after they have been abroad; some seem to return only physically. Still, this problem is less likely to be solved by psychological counseling than through providing challenging experiences which will aid the student in rediscovering America, in reconsidering his values after the testing time abroad, and in reflecting upon his experiences. When the returning student is asked what he has to declare, his statement of credits acquired should not be the end of the matter.

Integration with the campus program should begin with a sound orientation program before the student leaves for study abroad, and here also the colleges have much to do. In many colleges orientation is not considered an academic experience at all and is handled as a series of weekly meetings added to a schedule already full to the brim with normal academic requirements and preparations for departure. At most a certain amount of information is purveyed, which ranges all the way from travel tips to introductory remarks about foreign politics and institutions. It is questionable how much effect this has, and one hears frequent complaints from students overseas about the inadequacies of their orientation programs.[32]

The ideal orientation would be a course for academic credit. It would seek to draw together the implications of the student's previous general education for his foreign experience, and it would aid him in developing techniques with which to explore the foreign community.

[32] Garraty and Adams, *op. cit.*, p. 47. A striking degree of ignorance about European affairs on the part of American students about to embark in Europe was reported by Professor Mangone of Syracuse, in an account of studies conducted on shipboard. Cf. "American Students Abroad: Goodwill Ambassadors, Publication No. 6, January 28, 1958, of the Overseas Training Project, The Maxwell School, Syracuse University.

In such a course the cultural anthropologist should have much to offer. While nobody can be entirely prepared in advance for the impact of cultural shock, much can be done ahead of time to increase awareness of cultural differences. Field trips for, or individual projects in, the exploration of an American community could help the student develop the concepts of social analysis which will aid in identifying differences in other cultures overseas. His language study itself might be related to preparation for cultural inquiry. All this would do more than prepare the student to understand the alien community; he would also be better able to interpret American civilization abroad.[33]

The success of the orientation program could do much to further the building of creative relationships between the student and the people of the host country, a matter which becomes more and more important as programs proliferate. Ill-prepared students and ill-planned programs of poor quality can lose us friends abroad and do us great damage in the eyes of the foreign educational community. This problem is not helped by the way in which American students and programs are overcrowding university facilities abroad; European institutions in the popular centers are beginning to say that there is no room for more Americans. At this point, it seems clear that foreign study is entering an era in which there will have to be more cooperation and less duplication of programs among the sending institutions. New sites for learning will have to be explored, not only in the provinces on the Continent but also in countries other than Europe. It is a good sign that Junior Year programs in Latin America are under way, and there is talk about possibilities of such programs in Asia and Africa.

Such expansion would bring new problems before those arising from the present programs are solved. Opportunities as well as problems abound. The Carnegie Foundation, which has done much to inspire creative developments, commented in a recent report, "Present pro-

[33] For a brief introduction to cultural differences, some colleges use the speech prepared for the Foreign Service Institute of the Department of State by Edward A. Kennard, "Understanding Foreign People," reprinted by the Brethren Service Committee, Elgin, Ill., 1953. See also the report of the Cornell cross-cultural field seminar in Arizona by Robert Bunker and John Adair, *The First Look at Strangers*, Rutgers, 1959. For an account of successful workshop methods used by Dr. Paul Conroy in preparing overseas appointees of the U.S. Information Agency, see his article "On Giving a Good Account of Ourselves," in *Antioch Review*, XVIII (Winter 1958–59), pp. 411–19. The handiest introduction to life abroad is the booklet prepared for the Foreign Service Institute of the Department of State by Glen H. Fisher: *When Americans Live Abroad*, Department of State Publication 6340, Department and Foreign Service Series 54, Washington, U.S. Government Printing Office, 1956.

visions for travel and study barely scratch the surface of the potentialities." [34]

Any review of the phenomenal growth of undergraduate study abroad must take account of the blunders and failures, of the perplexities and the unsolved problems. Yet there is enough evidence at hand to justify the faith of the pioneers in the field that foreign study programs, *if* well planned and conducted, can be a very good thing. The development so far has been characterized by such vitality and imagination that one may hope that the many difficulties will be surmounted smoothly and that this new instrument of education will prove increasingly effective in preparing our students to live in the world which they inherit.

[34] Carnegie Corporation of New York, *Annual Report for 1958*, p. 35.

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Reactions

In order that the series on *New Dimensions in Higher Education* may measure the developments examined more accurately and ascertain better the disposition of colleges and universities to experiment, reader reaction is sought. To prompt such a response, in this instance to *Study Abroad*, the following questions are raised:

1. What aspects of group study abroad need more attention?

2. How can study abroad meet the needs of today's world and of higher education?

3. How do programs of study abroad affect educational outcomes at those institutions with which you are most familiar?

4. How can colleges and universities bring about more efficient interinstitutional communication or cooperation in order to improve effectiveness of programs of group study abroad and to establish standards?

5. What can the Office of Education do to help?

Kindly address reactions to:

Dr. Harold A. Haswell, *Director*
Higher Education Programs Branch
Office of Education
U.S. Department of Health, Education, and Welfare
Washington 25, D.C.